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ABSTRACT

A survey of school districts in Washington and Oregon with an average daily membership of 5,000 or more indicated that little thought had been given to the legal and professional problems involved in the use of volunteer aides. This document provides examples of the best guidelines and procedures for programs intended to give adult assistance to the teacher, with a clear definition of the responsibilities of both the teacher and the aide, and a listing of the duties which the aide can undertake. A genuine need for the program should exist, with the support of the teachers, and when this is established the principal can decide on the number of aides required and how they are to be used. Details are given in the appendixes of the teacher's request for an aide, guidelines for the volunteer chairmen, guidelines for the aides, volunteer aide application form, the orientation and training of aides, guidelines for teachers and principals, annual evaluation of the aides by teachers, principals and school chairmen, performance self-evaluation by the aide, and application for a community resource volunteer. (MBM)

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VOLUNTEER AIDES IN PUBLIC SCHOOLS: POLICIES AND PROCEDURES IN OREGON AND WASHINGTON

VOL. 13, NO. 7 MARCH 1970

by

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PREFACE

The genesis for this paper came out of an interview with an elementary school principal who spoke to the Seminar in Administrative Problems held at the University of Oregon in the fall of 1969. In discussing the involvement of the community, the principal was asked to indicate what use he made of non-certificated volunteer aides. His reply indicated that extensive use was made of volunteers and that these were recruited from among the mothers who had children in the school. The feature of his program which the writer considered unique was the lack of screening of applicants. All who applied were accepted and utilization was determined by the principal on the basis of the experience, ability, and personality of the volunteer. When quizzed about the legal and professional aspects of their use, he was unable to provide definitive answers.

As a result of his unanswered questions the writer decided to determine what practices were used in other localities. In talking with school officials from other districts it became apparent that procedure for the use of non-certificated volunteer personnel range from the practice of using all who apply to those situations where they were handled as if they were substitute teachers.

In order to ascertain the practices that currently exist in the field, a letter was prepared and sent through the Bureau of Educational Research to all school districts in Washington and Oregon having an ADM of 5,000 or greater. (See Appendix A.) The letter requested information regarding

the policies and procedures that had been evolved to provide for the recruitment, screening, orientation, and assignment of volunteers in the elementary schools. A total of 26 replies were received to the 37 letters that were sent out. These could be divided into three general categories--nine did not use volunteers, 10 used them but had no written procedures, and seven had written statements of their policies.

It is readily apparent that little thought has been given to the legal and professional problems involved in the use of these volunteers. For example, an Oregon state statute requires that no person shall be employed by any school district in a capacity that involves contact with school children unless they have a certificate of health showing that they are free from communicable tuberculosis. Only two of the 17 districts that used volunteers also indicated that they complied with this regulation. While volunteers may not be "employed" in the legal sense, they are certainly employed or used, and as a safeguard this regulation should be adhered to. None of the districts that replied indicated that any provision had been made for liability that might result from a volunteer being injured or injuring a child through negligence or unfamiliarity with fire or safety regulations.

In addition to a review of the emerging body of literature on volunteers, the writer also requested information from the National Organization on Legal Problems of Education. The NOLPE reply indicates that (on the national scene) little has been written on this topic. A number of states have passed legislation governing the use of paid aides but virtually nothing has been done on other paraprofessionals.

The rationale behind the format of this report relates to a desire on the part of the author to provide readers with examples of the best guidelines or procedures encountered in data gathering. Those interested in initiating a volunteer program could utilize these appendixes in its development. Appendix M provides a listing of additional information sources for those desirous of determining the specific procedures used by other districts.

VOLUNTEER AIDES IN PUBLIC SCHOOLS: POLICIES AND PROCEDURES IN OREGON AND WASHINGTON

Need for Supportive Personnel in the Classroom

The last quarter-century has witnessed the rapid acceleration of change in almost every aspect of the school program. In addition to curriculum change there has been the increased utilization of audio-visuals, provisions for differing pupil needs, differentiated teacher assignments, and modification of organizational patterns. The immediate effect of these changes has been an increasing demand upon the classroom teacher.

Teachers have traditionally complained about working conditions which prevented them from performing their primary function--teaching. The changes mentioned above have only served to decrease the time that teachers have to work with children. Most elementary school teachers feel that they could prepare better and provide greater individualization of instruction if they were relieved of some of their clerical and supervisory tasks.[1] In an article entitled, "Teacher Aides," Dr. F. Friedman makes the following observation: "Lawyers have secretaries, doctors have nurses and technicians, college professors have graders and assistants; but teachers have only themselves."[2] The introduction of paid and volunteer aides to the schools is an attempt to provide this missing logistic support. Their presence allows for more services and the possibility of a better instructional program.

Titles

The literature shows little agreement in the titles given to school aides. Titles which have appeared in current journal articles are: administrative aides, auxiliary aides, paraprofessionals, volunteer aides, education aides, clerical aides, instructional aides, non-certified aides, nonprofessional personnel, subprofessionals, teacher aides, and teacher assistants. The volunteer aide described in this paper is defined as: a volunteer assistant who helps the school by providing free services of a nonprofessional nature. The volunteer is distinquished from the paid aide by the following characteristics: a specific assignment, a specific length of time, short hours of work, and direct supervision by certified personnel.

Duties

The literature shows even less agreement on how one differentiates between a task that is professional and one that is nonprofessional.[3] Practices vary greatly from district to district and from state to state. Where guidelines have not been established, the function of an aide is usually determined by the principal and/or cooperating teacher. The most common duties of volunteers used in a New York study were: library aides, teaching aides, lunchroom aides, health service aides, remedial aides, and playground aides.[4] An NEA task force is presently drawing up guidelines for the use of paraprofessionals and these are scheduled for presentation to the 1970 Representative Assembly.[5]

Definition and Implementation of Program

The volunteer aide program described here is one that seeks to provide adult assistance for the teacher and thus improve the instructional

program. It also enables the pupil to benefit from the specialized skills of the aide. The aide program allows dedicated citizens an opportunity to see their schools in action. In a very real sense the program provides an extension of the home into the school and gives the aides the opportunity for personal growth and service.

Volunteer programs that have been implemented have followed somewhat the same procedures. They include the following steps:

1. Interest in such a program by the superintendent, principals, or teachers.
2. The appointment of a program coordinator.
3. Dissemination of information to the schools to determine need for such services.
4. Establishment of policies and procedures for the recruitment, screening, training, and assignment of volunteer personnel.
5. Preparation of an informational manual to be used by volunteers, principals, and cooperating teachers.
6. Publicizing of the program and the soliciting of volunteers.
7. Processing and screening of volunteer applications.
8. Selection of school volunteer chairmen.
9. Assignment of aides to specific schools.
10. Orientation programs for the principals, cooperating teachers, and volunteer aides.
11. Inservice on-the-job training of volunteers.
12. Evaluation of the program by principals, cooperating teachers, and volunteers.[6]

Sponsorship

The individual appointed as coordinator may be either a paid person or a volunteer depending upon the size and resources of a district. In

a number of districts the volunteer aide program is sponsored jointly by the school district and the P.T.A. The coordinator is such a vital person that only someone who has good rapport with teachers, principals, and parents and is well qualified ought to be appointed. The success of the program will depend to a large extent upon the ability of the coordinator to work with the groups that are involved. The absence of a program would be preferable to one that causes animosity between individuals or groups.

Demand

School districts currently sponsoring such a program report that the major obstacle to the use of volunteers is the resistance by principals and teachers. Teachers see it as a threat to their autonomy and principals are apparently concerned about adverse public reaction resulting from volunteers divulging private information. Once programs have been initiated and teachers and principals have seen its beneficial aspects, such criticism has for the most part evaporated. Teachers who replied to an NEA questionnaire on the use of aides said that they experienced a boost in morale and a reduction in fatigue.[7] It is important that a volunteer program develop out of the expressed needs of schools and teachers rather than being implemented by an external authority.

There is little sense in establishing a recruiting program for volunteers unless there is a genuine demand on the part of the teachers who must utilize their services. Once a coordinator has been appointed, he or she must determine the needs. To acquaint teachers and principals with facts regarding the benefits and advantages of using volunteers, it will be necessary to publicize the matter. A newsletter describing the program

and setting the date for an exploratory discussion is one effective means of determining their response. Once teachers and principals are made conversant with the plans, they should be invited to apply indicating the grade level and the services required. (See Appendix B.) Teachers complete these in cooperation with the building principal.

The principal has the basic responsibility for the organization and administration of the total school program. As educational leader he is in the best position to determine the overall needs of the school and will thus be responsible for deciding how many volunteers are to be engaged, where they are to serve, and how they are to be utilized.

When the demand for services is known, the coordinator is in a position to assess the population from which the volunteer needs to be drawn. Where demand is light, the quota might be filled through the P.T.A. or school mothers. If these sources prove insufficient to supply the requests, the search may be broadened to include other groups and the general public. Some districts report using senior high school students.

Structure and Procedure of Program

While the volunteer plan described here is characteristic of those reported by large school districts having many educational units, it may be easily modified to meet the needs of smaller districts. In those situations the building principal or someone designated by the superintendent could perform the tasks specified for the coordinator.

The coordinator is responsible for conducting the volunteer recruitment campaign. Where possible, the coordinator will work through existing groups already involved in school related services. If a school has a

P.T.A., the president or an individual appointed by the group and approved by the principal, could act as the school volunteer chairman. (See Appendix C.) The school chairman's primary responsibilities would be: recruitment of volunteers, liaison between staff and volunteers, maintenance of records, involvement of inservice programs, and cooperation with coordinator and principal.

Although general plans for the recruitment, screening, orientation, training, and assignment of volunteers have already been established, the coordinator, chairman, principals, and cooperating teachers meet to discuss these matters in detail. Policies and procedures are established and guidelines prepared. The materials are written which will be used for the other phases of the program and these are revised as the situation demands.

Having determined needs and established procedures, the appeal for volunteers is launched. An illustrated brochure with an inquiry form attached is recommended as an initial descriptor of the program. These may be disseminated through P.T.A.'s, school staffs, women's clubs, and pre-school groups. If demand for volunteers is high, the local press and radio should be considered as additional avenues for informing the general public.

When an inquiry is received, the coordinator mails the individual a full job description and an application form. (See Appendixes D and E.) Upon receipt of the completed application, the volunteer is contacted by telephone and arrangements are made for a personal interview with either the coordinator or the building principal. If the individual meets the predetermined standards, arrangements are made for attendance at the orientation sessions. (See Appendix F.) The complexity of the orientation

procedures will depend to a large extent upon the size of the district, the number of volunteers, and the diversity of their assignments. As a rule the initial sessions could be very general in nature since specific training should be given on the job. It is customary for volunteers to specify the school or area in which they wish to serve. This is done not only to reduce traveling time but also to maximize the positive benefits of closer school-community relations.

Training teachers in the effective use of volunteer services is an integral part of the program. The utilization of aides is justified on the assumption that teachers who are relieved of clerical or supervisory duties will be able to focus increased attention on teaching and learning. If this is to be realized in practice, there must be a clear delineation of responsibilities and changes in the patterns of teacher behavior. Presumably, aides initially volunteer because they believe that their contribution is essential to a better instructional program. Aides whose services are misused, who are not given appropriate assignments, or who see teachers wasting their time will quickly find more needed places of service. Aides must be assigned meaningful, relevant tasks which challenge their abilities and give them satisfaction.

The importance that aides continue to attach to their assignments will relate directly to the status accorded their work by the classroom teacher. Where a breakdown in the volunteer program was reported, it inevitably centered around the teacher-aide relationship. Cooperating teachers need to be sensitive to this problem and thus avoid precipitating a rupture in the volunteer-school relationship.

The Orientation Program

One way to diminishing the likelihood of such problems developing is through an intensive orientation program for cooperating teachers and building principals. (See Appendix G.) If the building principal is conducting the program, he will decide what needs to be included for his particular schools. Most schools reported that the volunteer program was initially established on an experimental basis. Once its credibility had been tested, the plan quickly spread to other schools.

Evaluation

A school operating a volunteer program will need to establish a plan for continuous assessment. Since volunteers come on an irregular basis, informal evaluations will need to be made by the cooperating teacher and the principal. These will determine the future utilization of an aide and enable the school to avoid a build-up of problem situations. If personality conflicts arise or instructions are not properly followed, reassignments can be made before permanent damage is done.

In addition to the informal and frequent assessments of volunteer competencies, an annual evaluation is recommended. These reports are completed by the cooperating teachers, principals, coordinator, and volunteer aide. (See Appendixes H through K.) Careful examination should not only provide assessment of personnel but also provide a measure of the program's strengths and weaknesses. Since the continued success of the program depends so heavily upon harmonious relationships between the participants, evaluation should be accorded significant status. Only in this way can the quality of the program be improved and the desired effects be realized.

Restrictions and Regulations

Districts reporting the operation of volunteer aide plans have indicated that aides need to be aware of the following employment restrictions:

1. Every volunteer must have a yearly chest x-ray or skin test to certify freedom from tuberculosis.

2. Aides should realize that they are not covered by general insurance which covers district employees.

3. Volunteers cannot assume total responsibility for the supervision of children and must be under the direction of a certified teacher.

4. Volunteers are asked to observe time schedules as agreed upon and inform the school if they cannot be present for an assignment.

5. A volunteer who transports children must have adequate auto insurance since the district cannot accept liability for injury to those being carried.

The volunteer aide program, if successful, can later be expanded to include the services of community resource persons. These are individuals who have special talents, skills, hobbies, knowledge, collections, or occupations. (See Appendix L.) They would be recruited in the same general manner as volunteers but their services would be used less frequently. Unlike the aide who usually serves in a single school, the resource person may be shared by many schools over a large area.

District Liability

No precedent has yet been established for liability to a district in the event of injury either to a volunteer aide or to a child under the direction of an aide. Several rulings have been handed down concerning paid aides and in these instances the court has found in the principal's favor. The point is made that, where an administrator or supervisor

appoints a well-qualified person to perform certain functions about the school and injury results, the administrator is not liable for negligence. On the other hand, if a teacher or a principal assigns duties for which the teacher or aide is not qualified and the purpose of which does not fall within the scope of the aide's employment, the teacher or the principal may be liable for negligent acts by the aide.[8] This demonstrates the need for vigilance regarding the assignment of aides to tasks for which they have not been specifically trained or for which they are not competent.

After this survey of the procedures and policies evolved to regulate the utilization of volunteer aides, the observations that one can make reflect somewhat the condition in the field. Few districts have any written guidelines and fewer still have made any attempt to deal with the related legal and professional problems. Of the districts which replied, the following have developed the most extensive guidelines: Portland, Seattle, Roseburg, Salem, Lake Oswego, and Milwaukie. (See Appendix M for other sources of information.) It is to be noted that these districts have two main characteristics--they are large and/or prosperous. The benefits of a volunteer program are available to all who will utilize the time, effort, and resources needed for its implementation. The consensus of districts reporting a volunteer program clearly demonstrates that such an expenditure is amply rewarded.

FOOTNOTES

1. William D. Southworth, "A Successful Teacher Aide Program," Phi Delta Kappan, Vol. 50, No. 8 (April, 1969), p. 488.

2. Francis Friedman, "Teacher Aides: Their Role in the Schools," Education Canada, Vol. 9, No. 2 (June, 1969), pp. 2-9.

3. Laurel Tanner and Daniel Tanner, "The Teacher Aide: A National Study of Confusion," Educational Leadership, Vol. 26, No. 8 (May, 1969), pp. 765-769.

4. Department of Education, Cornell University, "The Status of Para-Professionals in New York State School Districts" (Unpublished report, May, 1969).

5. N.E.A. Resolution, "Task Force on Paraprofessionals," Today's Education, Vol. 58, No. 7 (October, 1959) p. 78.

6. U. S. Office of Education, "Volunteers ABC's," (Unpublished report).

7. Almeida Alphonse, "Duty Free Lunch Periods," Today's Education, Vol. 58, No. 3 (March, 1969), pp. 80-81.

8. Kern Alexander, "What Teacher Aides Can--and Cannot--Do," Nation's Schools, Vol. 82, No. 2 (August, 1968), pp. 22-25, 46.

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APPENDIX A

Letter of Inquiry

October 31, 1969

Our Bureau of Educational Research and Service is making an informal study regarding one emerging phase of the elementary school program--the use of non-certificated, volunteer personnel.

This inquiry is going to districts in Oregon and Washington having an ADM of 5,000 or greater.

If you are currently using volunteers or are preparing to use them, we would appreciate getting any information available regarding their recruitment, screening, training, and assignment. We are also interested in receiving any written policies and procedures that may have been evolved to cover the legal and professional probems associated with the use of non-certificated, volunteer personnel.

If we need clarification or additional information regarding your program, whom might we contact by telephone?

When you reply, please indicate if you wish to receive a copy of the study when it is completed.

Thank you for your cooperation.

Sincerely,

Kenneth A. Erickson, Director
Bureau of Educational Research

KAE/jd

APPENDIX B

School Volunteer Program

Request for Volunteer Aides

School _____ Telephone _____

Address _____ Zone _____

Teacher _____ Grade _____

Date of Request _____ Filled _____

1. Have you had experience with volunteer help? Yes ____

No ____

2. State briefly chief duties volunteer would perform.

_____

_____

_____

_____

_____

3. When required:

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m. (Please) (Check)	____	____	____	____	____
p.m.	____	____	____	____	____

4. Have you space for out-of-class assistance?

Group: Yes____ No____ Individual: Yes____ No____

5. Nearest bus route: _____ blocks Route No. _____

Approved:
Principal _____ Signature _____
Teacher

Note: See conditions of placement (over).

Conditions of Volunteer Placement

1. A volunteer is offering you her time and help. Her position must be accorded dignity and respect.

2. The contracting teacher should familiarize herself with pertinent information regarding the effective use of volunteers. (See Manual,)

3. The volunteer's assignments should be ready when she arrives, and her instructions should be practical and clearly stated.

4. At all times the teacher is in charge and is responsible for instruction of her class. The volunteer may not initiate instruction, and her duties should not infringe on the professional duties of the teacher.

5. Before a volunteer program is initiated, the principal should notify the parents of all pupils involved by school bulletin or other suitable means.

   Accurate information regarding the purpose and operation of the program helps prevent misunderstanding and is a good guarantee of parent support.

Placement:

School _____ Grade _____

Date _____

Volunteer _____
Surname First Name(s)

_____
Address Telephone

APPENDIX C

Guidelines for Volunteer Chairmen

As volunteer chairmen, you have one of the key positions in the school volunteer program. The success or failure of the program in your school depends upon your skill in managing the many factors involved; such as, professional staff, volunteers, pupils, space, and material.

Individual School Volunteer Chairmen Can Rely on the Coordinator of Volunteer Services for:

1. Orientation of principals and teachers with the philosophy and goals of the program.

2. Arrangement for training sessions.

3. Guidance in matters of policy.

4. Arrangement for periodic meetings of volunteer chairmen.

The School Volunteer Chairman Can Rely on the Coordinator of the General Program for:

1. Help in recruiting and assigning volunteers to her school.

2. Consultation on appropriate use for volunteers assigned to her school and on problems having to do with reassignment or further training for volunteers.

3. Consultation on ways of improving services to teachers in her school.

4. (a) Consultation on ways to provide satisfying assignments for volunteers in her school.

   (b) Cooperating with the Coordinator of Volunteer Services in arranging meetings of area coordinators and in communicating to her the special needs of the volunteers and teachers in her school.

The Volunteer Chairman Can Rely on the Principal for:

1. Selection of students and arrangement for space if volunteer is tutoring.

2. Assignment of volunteer to a teacher.

3. Provision of texts, supplies, and materials.

4. Suggestions for help in working with students and arrangements for teacher volunteer conferences.

5. Help in recruitment of volunteers.

Responsibilities

1. Acts as liaison between the professional staff and the volunteers.

   (a) Makes necessary arrangements with principal for initial meeting of volunteers to discuss and schedule individual assignments.

   (b) Assists with the orientation of volunteers new to the school.

   (c) Attends conferences with the school faculty upon request.

2. Helps in the recruitment of volunteers.

3. Enlists the support of neighborhood agencies and publications for the program.

4. Establishes and maintains routines for record keeping.

5. Acquaints volunteers with physical arrangement of school, location of supply room, working space, and school rules and regulations.

   (a) Insists upon volunteers' observation of all rules and regulations.

6. Relays all pertinent information concerning orientation and training sessions to volunteers who may want additional training.

7. Secures applications from all persons wishing to volunteer and follows screening procedures set up by Office of School Volunteers.

8. Maintains regular communication with all members of volunteer unit.

9. Maintains regular communication with the Coordinator of Volunteer Services and the Chairman of the Program.

APPENDIX D

Guidelines for Volunteer Aides

Suggested Duties for School Volunteers

As a school volunteer, you are confronted with a challenging and rewarding task.

To help you in your new role, the following list of duties is presented, along with suggestions and ideas on how to tackle them.

You will also be given help to carry out your duties through:

(a) inservice seminars
(b) on-going inservice conferences with the teacher and principal
(c) opportunities to observe in the classroom

Your principal and teacher are always ready to advise and instruct you.

Most of the duties suggested apply to all grades or levels and no attempt is made to separate intermediate from primary, for both areas overlap, especially in an ungraded or non-graded situation. It will be the task of the teacher to select and assign to the volunteer those duties she finds most suited to her classroom requirements and to the talents of her volunteer.

Duties will vary from school to school and according to grade level or subject. However, development of comptetence in performing any or all of these suggested duties will make the volunteer's work in the classroom more effective.

Ready adaptability to special situations will further enhance a volunteer's usefulness.

Suggested Role of Volunteers

Duties may be grouped as follows:

(a) instructional support
(b) assistance with audiovisual materials
(c) assisting with classroom clerical jobs
(d) supervisory activities
(e) classroom housekeeping
(f) contributing of special talents

Enlargement

A. Instructional Support

The volunteer must remember that the role of instructor belongs to the teacher. It is after a lesson has been presented or study work has been assigned that the volunteer will assist the teacher by supervising pupil activities or study as suggested below.

1. Reading and/or Phonics

   (a) Reading aloud to a group. (Must be well done with good expression.
   (b) Hearing reading, individually or in groups. (Encourage some word attack. Pronounce difficult words where necessary.)
   (c) Helping groups or individuals by use of flash cards. (Mainly in Grades 1 and 2 or with very slow learners. Involves some help with word attack or with blending.)
   (d) Helping children to develop good listening habits. (This can also reinforce habits of courtesy and obedience.)

2. Language Exercises and Drills

   (a) Correcting exercises with pupil concerned.
   (b) Conducting story hour.
   (c) Conducting language drills.
   (d) Sitting in on group discussions as a resource person for students.
   (e) Listening to children's stories to encourage language development; and in Primary grades, printing the stories for pupils.
   (f) A limited amount of checking and discussing of sentences and paragraphs with individual pupils.
   (g) Directing or supervising language games.

3. Spelling

   (a) Dictating spelling.
   (b) Correcting spelling and making error count.
   (c) Discussing spelling errors with pupils individually.
   (d) Conducting spelling drills; i.e., spelling games, flash cards, etc.

4. Printing and Writing (Refer to prescribed Teacher's Manual.)

   Individual help with correct letter forms by systematic practice with the letter families as per manual.

5. Arithmetic

   (a) Arithmetic drills--flash cards and other aids
   --some use of colored rods
   (b) Simple drills with small groups at blackboard
   (c) Correction of individual work

6. General

(a) General help and briefing of pupils who have been absent.
(b) Marking exercises and short quizzes and making error counts for teacher's later use.
(c) Putting written work on blackboard.
(d) Making flash cards and charts to teacher's instructions.
(e) Getting ready materials for a coming lesson; e.g., Art, Science, etc.
(f) Helping with showing of slides or films.
(g) Helping in the library or other resource center; e.g., helping pupils find correct book or article for research, cataloging books and materials, shelving returned books, etc.
(h) Supervision of a class during short, temporary absence of teacher from classroom.
(i) supervising or helping during school broadcast periods.
(j) Supervising or helping during P.E. or with action games.
(k) Helping pupils with work on special projects and booklets; e.g., collecting and selecting pictures, specimens, etc.
(l) Preparing transparencies or materials for duplicating.
(m) Desk-to-desk assistance to pupils.
(n) Seat work; e.g., --correcting written seatwork (objective exercises) and making summary of type and frequency of errors for teacher.

--encouraging the slow and the dawdler to steady effort

(o) Drills for maintaining skills (especially in Arithmetic and Language) in groups or singly, at seats or at blackboard; e.g., language and number games.

B. Audiovisual Assistance

1. Operation of

(a) Movie equipment
(b) Slide projector
(c) Listening post
(d) Record player
(e) Tape recorder
(f) Language master

2. Arranging displays and bulletin boards for a variety of purposes; e.g., projects, special occasions such as "Open House," etc.

3. Display of children's work.

4. Mounting pictures.

C. Assisting with Classroom Clerical Jobs

1. Marking and recording results of standardized and other objective tests with keys.

2. Help with making out and checking of inventories (books and supplies, classroom equipment, supplementary readers).

3. Collecting, checking, and recording monies.

4. Running duplicator.

5. Organizing and cataloging classroom books.

6. Help with book covers.

7. Classroom filing.

D. Supervisory Activities

1. Occasional hallway or grounds duty to relieve the teacher.

2. Helping with supervision on field trips, bus loading, shepherding children, acting as docent, etc.

3. Assisting in routine class movements, dismissal, grouping and regrouping, moving to assemblies.

4. Supervision of class during short, temporary absence of teacher when called out of classroom.

5. Helping with small pupils, putting on or taking off coats, hats, rubbers; e.g., kindergarten, early Grade 1, and retarded or handicapped children.

6. Helping at crosswalks.

E. Classroom Housekeeping

1. Help in arranging interest centers.

2. Directing and helping pupils in care of plants and classroom pets.

3. Distributing or collecting paper, pencils, and other lesson materials.

4. Taking down classroom displays.

5. End of day clean-up--desks, floor, cloakroom.

Helpful Hints for Volunteers

Most of your time will probably be spent in giving instructional support to the classroom teacher. Below are listed several ways in which you might enhance your usefulness in the classroom.

A. Some General Principles

1. Be sure you understand the teacher's instructions as to content and procedures for work to be done. If in doubt, ask for clarification.

   --Each volunteer's assignment, written out clearly and ready each day when volunteer arrives, is most valuable and enables volunteer to carry on without interrupting teacher during the session.

2. A conference with the teacher, however short, at the beginning and end of each day's assignment, will increase the effectiveness of the volunteer's efforts.

   --Make memos to yourself as the lessons proceed for later reference when conferring with teacher.

3. Establish a cheerful and friendly atmosphere for each lesson.

4. Refer promptly to the teacher any pupil who becomes a problem.

5. Development of good questioning technique is important.

   (a) Questions should vary in the way they are posed.
   (b) Questions should be purposeful and stimulating.
   (c) Leading questions help the slow child.
   (d) Adjust question to age level and understanding of the child.

6. Learn good techniques of routine movements involving grouping and regrouping.

   --The quiet and efficient movement of groups enhances the effectiveness of the lesson.

7. Having materials ready and special equipment set up ahead of time saves teaching time. Be ready to help in this whenever occasion arises. Unobtrusive efficiency in these things will emphasize your competence.

8. A volunteer should study all pertinent teacher manuals.

9. By observing the teacher's procedures and techniques, the volunteer can readily learn:

   (a) How directions should be given
   (b) Choice of vocabulary to suit children concerned
   (c) How questions are asked:
       --Do they provoke thought?
       --Do they motivate?
   (d) How, with small children, activities alternate from active to quiet, quiet to active
   (e) Proper use of materials:
       --Preparation
       --How distributed in quick and orderly fashion
       --Helping the child who has difficulty following directions
   (f) How provision is made for individuals or small groups while teacher is busy with one group
   (g) What rules and routines are in effect, how emergencies are handled
   (h) Proper forms of printing or writing, format and layout or work on chalkboard and in notebooks

B. Helping the Individual Child

1. Get to know the whole personality of the child.

2. Try to grasp, from teacher's instructions and from child's reactions and answers, just what his difficulty is.

3. In working with the individual, it is essential to know when to insist on sticking to business and when to allow the child rein to his thoughts.

4. Be sure, whenever you uncover some problem aspect or special aptitude of a child, to acquaint the teacher as soon as possible (e.g., at brief close-of-class conference).

C. Working with Small Groups

1. Try to assess each pupil's difficulty and special need.

2. Questioning

   (a) Questions can be thrown out for group to consider and discuss.
   (b) Questions may be directed at individual pupil. (See also Item A-5.)

3. Helping with spelling difficulties.

   (a) Syllabizing of words helps pupils to spell difficult words.
   (b) Listing common errors will help save teacher's time.

D. Reminders and Suggestions

1. Don't hesitate to ask questions on problems as they arise. Your principal, the teacher, your project chairman, and your coordinator are always anxious to help you.

   Your suggestions, too, are most welcome.

2. If you haven't already done so, check with the classroom teacher regarding all aspects of Fire Safety and Fire Drill routine as it may concern you.

   Remember, it is very important for the volunteer to be closely familiar with the day-to-day routine of her school and her classroom and the rules of the school.

3. Volunteer and apply whenever the occasion presents itself, any pertinent talent or skill you have.

   Remember, the teacher is learning to use your services at the same time that you are learning to help her. Knowing your resources will help her to use your talents more effectively.

4. Your competence will be respected as the staff learn that they can count on you to:

   (a) maintain consistent and regular attendance
   (b) carry out instructions with dispatch and initiative

5. Be your own best critic as to how effective your help is in freeing the teacher to plan and carry on her classroom teaching.

NOTE: RE DISADVANTAGED AREAS

Remember, the child you are trying to help:

1. May come from a very crowded home where he has no access to books.

2. May have had almost no profitable learning experiences.

3. May never (apart from school) have had an adult read to him or listen to him read.

4. May never have had anyone who even wanted to know what he has to say about anything or anybody.

5. May have a vocabulary so stunted that you talk a totally different language than he does.

WHO IS IN CHARGE?

The principal is the key person in each school. He is in charge of the total school program, including the school volunteers. He has the privilege not to accept a volunteer or to discontinue his services at any time. He may delegate responsibilities, and in many buildings, he will have appointed either a teacher or a counselor to work with volunteers. Whoever assumes this task will:

1. Expect you to report to him each time you come to school. He should be informed when you will be late or absent.

2. Be responsible for assigning you a student or a class.

3. Arrange for you to meet and confer with teachers or counselors.

4. Tell you where you will tutor, or whom you will assist.

5. Provide you with materials and books and assign you a place for keeping your materials.

6. Schedule your sessions.

7. Inform you when your tutoree is late or absent or won't be available to meet with you.

8. Familiarize you with school routine and procedures.

9. Answer questions, hear complaints, and discuss problems with you.

10. Share your successes.

APPENDIX E

Application
Volunteer Aide Program

Mr.
Miss
Mrs. _____ Date _____
Surname First Name (s)

Address _____ Telephone _____

Status Married _____ Year of Birth _____
Single _____
Other _____ Car: Yes____ No _____

Children attend _____ School

Education _____

_____

_____

_____

Special Training _____

_____

Work Experience _____

_____

Activities (Clubs, Volunteer Work, etc.) _____

_____

_____

Skills, Interests, Hobbies _____

_____

Grade Level Preferred: Pre-K___ Kdgn___ Gr. 1-3___ Gr. 4-6___ Gr. 7____

Type of Work Preferred: Library___ General Classroom___ One-to-one___

Reading___ Arithmetic___ Drama___ Dance___ Art___

Science___ Special Music___ P.E.___ Clerical___

Playroom___ Social Work___ Nursing___ Supervision___

Luncheon___ Other___

School or Area Preferred _____

Languages: Spoken _____ Written _____

Times Available:	Mon.	Tues.	Wed.	Thurs.	Fri.
a.m.	___	___	___	___	___
p.m.	___	___	___	___	___

Comment _____

_____

_____

Interviewed by _____

FOR OFFICE USE

X-ray Verified ____ Date of X-ray _____

Assigned to School _____ Date _____

Teacher _____ Grade _____

APPENDIX F

Orientation and Training for School Volunteers

General Concepts Underlying Volunteer Training

A. The volunteer must understand--

1. The historic development and operation of the public school systems, its needs, and problems.

2. The importance of citizen support and participation.

3. The value of the volunteer's individual, specific contribution to the total education picture.

B. Responsibility for training should be shared by the school staff, the professional staff of the School Volunteer Program if there is one, and volunteers.

C. A training program should be conceived as an on-going program involving--

1. General orientation sessions.

2. On-the-job training.

3. Special training programs for special activities.

4. Volunteer activities directed at self-growth and the assumption of responsibility.

The First Orientation Session for all Volunteers

A. Suggested content:

1. Public education: a brief survey of its development and operation; problems, and needs.

2. The Home-School-Community Partnership.

3. The School Volunteer Program: aims and objectives; policies and procedures; services; job satisfaction.

B. Participants:

1. Members of the school staff.

2. Members of the citizen group sponsoring the program.

3. The director or volunteer chairman of the School Volunteer Program.

4. Consultants for specialized areas of volunteer service.

C. Place of meeting--conveniently located school auditorium.

D. Attendance: all volunteers in the pilot project.

Second Orientation Session for the Volunteers

A. Suggested content:

1. The learning process: how children learn; need to upgrade education for all children; special problems of teaching disadvantaged children; the value of individual or small group instruction.

2. Volunteer services to be performed.

3. School policies and procedures: fire drills; civilian defense drills; time schedule; organization, etc.

4. Tour of physical plant.

5. Informal meeting of School Volunteers and school staff to whom they have been assigned.

B. Participants:

1. School principal, guidance counselor.

2. Program director or volunteer chairman.

C. Place of meeting--the participating school.

D. Attendance: all volunteers in that school.

On-The-Job Training For Classroom Service

A. The teacher should discuss with his assigned volunteer--

1. The educational level of the class.

2. Special problems within the class.

3. Class routines and procedures.

4. The specific job the volunteer will do and how to do it.

B. The volunteer and teacher should work out together plans for periodic evaluation of the volunteer's activity in the classroom.

C. The volunteer should observe at least one class session before volunteer service begins.

On-The-Job Training for General Services

Assignment of volunteers to general service in the school administrative office, health room, playground, lunchroom, gym, etc., would necessitate on-the-job training by the program director or the chairman.

Special Training for Special Programs

A. Single training sessions or a series of such sessions may be desirable for volunteer services demanding a high degree of skill.

These may include--

1. Tutorial help to individual children or small groups in subject areas such as reading, mathematics, science, etc.

2. Conversational English for non-English speaking children.

3. Pre-kindergarten programs.

4. School library.

5. After-school tutorial or recreational programs.

B. Special training sessions should be planned and executed jointly by the School Volunteers and the school staff.

1. The volunteers should assume responsibility for arranging all the details of the meeting and for the presentation of any non-professional material.

2. The school staff should assume responsibility for the preparation and presentation of professional material.

Volunteer Activities Directed at Self-Growth and the Assumption of Responsibility

A. The volunteer should be encouraged to engage in a variety of activities directed toward increasing her own competence. Some suggested activities are--

1. Attendance at school faculty meetings, on invitation.
2. Attendance at workshops in specific subject areas.
3. Attendance at conferences.
4. Observation of skilled teachers and volunteers.
5. Reading of pertinent books and periodicals.
6. Reading of Board of Education syllabi.
7. Frequent informal consultation with school staff and other volunteers.

B. The volunteer should be encouraged to develop her own ideas for improvement in volunteer service and to relay them to the School Volunteer Committee.

C. The volunteer should be encouraged to join a civic organization that has better schools as one of its objectives and become active in programs designed to increase public understanding and support of education.

APPENDIX G

Guidelines for Teachers and Principals Using Volunteer Aides

Guidelines for Teachers

1. Before asking for a volunteer, be sure you have in mind why you wish a volunteer and how you could effectively use one.

2. Be sure you fully realize what your day-to-day relationship to your volunteer will be.

3. Be prepared to give on-going inservice instruction to your volunteer to increase her effectiveness.

4. Have a definite plan of work ready, either by written instruction or by sufficient conference time for each day your volunteer serves, so that she may more effectively carry out her duties.

5. Be sure that her welcome each day makes her feel that she is effective and needed.

6. Be sure that your volunteer is thoroughly briefed and oriented in classroom and school routines, especially so in fire safety and dismissals.

7. Be sure your volunteer received advance warning regarding any change in schedule.

8. Remember that your volunteer is a direct link with the community. The good impression you make enhances community good will.

9. The volunteer should be given specific instructions and all necessary materials for each job she is asked to perform.

10. A volunteer always works under direct supervision of the contracted teacher. Her instructions, therefore, are the direct responsibility of the teacher.

Guidelines for Principals

1. The success of a volunteer program in a school depends upon:

   a. The principal's conviction that it will be beneficial for his pupils.

   b. The teacher's desire and ability to use a volunteer aide effectively.

2. A volunteer should be assigned only to those staff members who have requested one.

3. Before a request for volunteers is made, the matter should be discussed by the principal and the interested teachers.

4. The principal should be reasonably sure that a teacher can make effective use of a volunteer before making a request for one.

5. The principal should assume the responsibility for the overall supervision of volunteers in his school.

6. A volunteer in the classroom will be supervised by the contracting teacher, principal, or other person so designated.

7. The teacher must be responsible for the content and techniques of instruction.

8. Before a volunteer begins her duties, it must be thoroughly understood and agreed upon by the principal, the teacher, and the volunteer that:

   a. a volunteer works under the direct instructions and supervision of the contracted teacher.

   b. a volunteer's duties must not encroach on the professional duties of the teacher or any other staff member.

9. A volunteer must never be used as a substitute for a teacher or any staff member for even part of a day; e.g., she must not be used to avoid calling a paid substitute.

10. The principal, along with the teacher concerned, should assess the work of the volunteer and report their evaluation to the coordinator at the end of the school year.

APPENDIX H

Teacher's Annual Evaluation Questionnaire of Volunteer Aide

Date: _____

School: _____ Teacher: _____

Grade: _____

1. Have you used the services of a School Volunteer this year?

   Regularly _____

   Occasionally _____

   Never _____

2. Would you like to have a School Volunteer assigned to you next year?

   Regularly _____

   Occasionally _____

   Never _____

3. What kinds of service would you like to have? _____

4. Has the reaction of the children to the Volunteer been

   Good _____

   Fair _____

   Poor _____

5. Do you feel that the School Volunteer was given adequate training before she was assigned? _____

6. Has the on-the-job training of the Volunteer proved satisfactory? _____

7. Has on-the-job supervision of the Volunteer proved satisfactory?

_____

8. To what extent did the assignment of a School Volunteer to your classroom free you from non-professional chores?

Considerably _____

Moderately _____

Not at all _____

We should appreciate all comments and suggestions you would like to add about the school volunteer service:

APPENDIX I

Principal's Annual Evaluation of Volunteer Aides

School: _____ Principal: _____

1. Would you like to have the School Volunteer service continued at your school next year? _____

2. What kinds of service would you like to have?

3. Has the general reaction of the staff to the School Volunteer been

   Good _____

   Fair _____

   Poor _____

4. Has the liaison between you and the School Volunteer unit in your school been satisfactory? _____

5. Has the liaison between you and the Central School Volunteer Office been satisfactory? _____

6. Has the on-the-job training of volunteers been satisfactory? _____

7. Has the on-the-job supervision of the volunteers been satisfactory? _____

8. Has the help given to individual children or small groups of children in the special program tended to improve their achievement level? (If possible, please attach statistics.) _____

9. Have the services of the School Volunteers appreciably relieved your staff of non-professional chores? _____

We should greatly appreciate any comments or suggestions you might care to make.

APPENDIX J

Annual Evaluation by School Chairman or Coordinator

School _____ School Chairman or Coordinator: _____

1. Involvement of personnel:

   a. Number of volunteers serving in classrooms _____

   b. Number of volunteers giving general school service _____

   c. Number of volunteers giving general School Volunteer office service _____

   d. Number of volunteers giving services to individual children or small groups outside of classroom _____

   e. Number of volunteers added to the program during the year _____

   f. Number of volunteers who dropped out of the program during the year _____

   g. Total amount of man hours during the year _____

   h. Number of volunteers who wish to continue serving next year _____

2. Service

   a. List the types of service the School Volunteer performed for the classroom teacher.

   b. List the types of general service the School Volunteer performed for the school outside of classroom activity.

   c. List the types of service that were given to individual children or small groups of children outside the classroom.

   d. List the types of general service the volunteer gave to the School Volunteer office.

3. Training and supervision:

   a. Did members of the school staff participate in the training of volunteers? _____

      In the supervision of volunteers? _____

   b. Was in-school training done through individual conferences? _____

      group conferences? _____

      printed materials? _____

      demonstration of techniques? _____

      observation of experienced volunteers? _____

      other _____

   c. Were arrangements made for volunteers and teachers to confer on individual children? _____

4. Books and materials:

   a. Do you have a satisfactory collection of textbooks? _____

      library books? _____

   b. Do you have an adequate supply of instructional materials in the School Volunteer office? _____

   c. Does the school supplement your own supply of books and materials?

      Not at all _____

      Adequately _____

      Generously _____

5. Teacher reaction:

   a. Number of teachers on staff _____

   b. Number of teachers using School Volunteer classroom service _____

   c. Number who have requested continuation of classroom service _____

d. Number who have indicated they do not wish continuation of classroom service _____

e. Number of new requests for classroom service _____

APPENDIX K

Performance Evaluation by Teacher Aides

I. Please use the following code to evaluate your performance in the areas indicated. A check (✓) if you can complete this task effectively, a plus (+) if you need greater experience to master it effectively and a minus (-) if you would prefer not to be given this task.

( ) Clerical

( ) Working with reading

( ) Typing

( ) Grading papers

( ) Working with small groups

( ) Working with individuals

( ) Making dittos

( ) Going on field trips

( ) Lettering

( ) Bulletin boards and displays

( ) Playground duty

( ) Running duplicator

( ) Working as librarian aide

( ) Filing

( ) Preparing classroom aids

( ) Working on records

( ) Art work

( ) Making charts

( ) Leading singing

( ) Running projector and other A-V equipment

( ) Reading stories

( ) Story telling

( ) Play the piano

( ) Art

( ) School procedures, regulations, rules

II. Please indicate any changes in assignment that you would feel better utilize your abilities.

III. Please indicate any changes that would make your assignment more pleasant or personally satisfying.

IV. Are the directions that you receive clear and detailed enough for you to follow?

V. What recommendations do you have regarding the orientation and use of newly recruited volunteer aides?

APPENDIX L

Application for Community Resource Volunteer

Name: _____ Telephone: _____

Address: _____

1. What collections do you have? _____
   (stamps, autographs, dolls, butterflies, records, etc.)

2. What special talents do you have? _____
   (singing, dancing, acting, playing a musical instrument, magic, etc.)

3. What hobbies do you have? _____
   (photography, woodcarving, leathercraft, nature study, gardening, etc.)

4. Do you have special knowledge of the customs, food, or culture of foreign countries? _____
   (Please specify country)

5. Do you have movies or slides of foreign countries or places of interest in the United States? _____
   (Please specify)

6. Would your occupation be of particular interest to children?

   _____
   (Please specify)

7. Do you have a factory or other place of business that might be interesting for children to visit? _____
   (Please specify)

8. Are you in government service? If so, what branch? _____

9. Do you have any other talents, skills, or interests not covered by this questionnaire? _____
   (Please specify)

10. May we call on you occasionally to contribute your time and talent to enrich the education of children? _____ _____

    Days when you are available _____

    Time when you are available _____

    By special arrangement _____

11. May a member of our staff call you to discuss this matter further? _____

12. Do you have husband, friends, or neighbors who would be interested in similar service?

Name: _____

Address: _____

Telephone: _____

APPENDIX M

Sources of Information on Volunteer Programs

Mrs. Virginia Bigelow
Coordinator of Volunteer Services
Washington Junior High School
2101 South Jackson
Seattle, Washington 98122

Mrs. Sarah A. Davis, Supervisor
Volunteer and Tutorial Services
Office of Urban Affairs
450 N. Grand Avenue, Room G-372
Los Angeles, California

Dr. L. Rochon, Asst. Superintendent
Roseburg Public Schools
1058 W. Harvard Boulevard
Roseburg, Oregon 97470

Mr. W. A. Wilander
Volunteer Aide Program Coordinator
Vancouver School Board
1595 W. 10th Avenue
Vancouver 9, British Columbia
Canada

National Education Association
1201 - 16th Street S.W.
Washington, D. C. 20036
(May, 1967 issue of "National Elementary Principal"- $1.00)

National School Volunteer Program, Inc.
729 Seventh Avenue
New York, New York 10019
(Ask for "Kit of Materials" re: volunteer aide program)